

## DESIGNING MICSTRAW TASK ON GIVING DIRECTION TO SUPPORT TBLT IN TEACHING SPEAKING

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**Abstract:** This research was conducted to: formulate the procedures of teaching speaking that the students need in procedure text; design a Micstraw task to encourage the students to speak about the procedures of how to create something in English; and know the experts' perceptions whether the design of a Micstraw task is meaningful, interesting and contextual or not to encourage the seventh grade students to speak about the procedures of how to create something in English. This research was carried out at seventh grade students of SMP Negeri 2 Siantan in academic year 2015/2016. This research is a development research which consists of four phases; analyze, design, develop, and evaluate. The need analysis obtained the information that the students need teaching procedures which are meaningful, interesting and contextual in teaching speaking about the procedures of how to create something. The design of a Micstraw task explained the task designing and task developing. The result of evaluation was 3.25 which was categorized as good. It convinced that a Micstraw task is meaningful, interesting and contextual to be used but it still needs little revision.

***Keywords: Straw, Procedure Text, Development Research***

**Abstrak:** Tujuan penelitian ini adalah untuk: menyusun prosedur mengajar yang siswa butuhkan di dalam materi teks prosedur; merancang a Micstraw task untuk mendorong siswa berbicara tentang prosedur bagaimana membuat sesuatu dalam bahasa inggris; dan mengetahui persepsi para ahli apakah rancangan tugas Micstraw bermakna, menarik dan sesuai konteks atau tidak untuk mendorong siswa kelas VII untuk berbicara tentang prosedur bagaimana membuat sesuatu dalam bahasa inggris. Penelitian ini dilakukan pada siswa kelas VII SMP negeri 2 Siantan tahun akademik 2015/2016. Penelitian ini menggunakan penelitian pengembangan yang terdiri dari empat tahapan; analisis, desain, pengembangan, dan evaluasi. Analisis kebutuhan mengandung beberapa informasi jika siswa membutuhkan prosedur mengajar yang bermakna, menarik, dan sesuai kontek di dalam mengajarkan berbicara tentang prosedur membuat sesuatu. Desain tugas Micstraw menjelaskan tentang mendesain dan mengembangkan tugas. Hasil evaluasi adalah 3,25 yang dikategorikan baik. Jadi, dapat disimpulkan bahwa tugas Micstraw memiliki prosedur yang bermakna, menarik, dan sesuai konteks untuk digunakan meskipun masih memerlukan sedikit perbaikan.

***Kata Kunci: Sedotan, Teks Prosedur, Penelitian Pengembangan***

## INTRODUCTION

Teaching speaking in procedure text means teaching speaking about the procedures/instructions of how to do/make/create something. Many of activities in the books do not provide proper activities which facilitate the students to speak about the procedures/instructions. The activity of speaking in procedure text only based on the teacher's initiative that provide the students to speak about the procedures/instructions. Meanwhile in the syllabus, the students have to express the instructions to do/make/create something in written and spoken. Therefore, procedure/activity which is used in the class should provide the students to speak about the procedures/instructions which is in meaningful, interesting and contextual way with the purpose that the students can understand the lesson easily and enjoy the teaching and learning process.

According to the basic competence designed for seventh grade students of Junior High School, students will learn about the procedure text which requires them to express the instructions to do/make/create something. Therefore, speaking about the procedures of how to do/make/create something is necessary in learning process. Speaking is about considering the use of vocabularies, tenses, grammar, and pronunciation so the students need teaching procedures/activities which are meaningful, interesting and contextual in teaching speaking about the procedure of how to do/create something in English naturally. In addition, the students have to be able to take risk, be confident, and eliminate anxiety to speak fluently. In other words, speaking about the procedures is very important but it is not an easy work to be done because of the many factors which must be considered by the teacher.

Based on the curriculum which mostly used in academic year 2015/2016, that is KTSP Curriculum, the book which is used is "Let's Talk". In the book, there is no the activity which provides the students to speak about the procedures/instructions of how to do/create/make something. The book only provides reading and writing procedure text activities.

Based on the observation of learning process in the class VII A in SMP Negeri 2 Siantan, the activity of speaking was based on teachers initiative because it was not provided from the book. During the learning process, the students learned about "how to make the omelette". The content of the procedures were determined by teacher. The students were not given the opportunity to choose the content of procedure text based on their interest. The students also did the practice in the classroom, the teacher asked the students to bring material needed to do the presentation and for the equipments were brought by the teacher. It was useful, but the script already prepared by the teacher so the students did not develop the words used. All of the students had the same presentation that was "how to make omelette (telur dadar)" and had the same talks. Besides that, only several students who did speaking, the rest of them just kept silent. There were some students seemed not interested with lesson. Based on the activities in the classroom, it can be seen that the activities in the classroom did not give the opportunity to the students to explore their ability to speak about the procedures/instructions of how to do/create/make something in natural way.

This research is aimed to design a meaningful, interesting, and contextual task in teaching procedure text by using straw as the media of doing the task to encourage the seventh grade students to speak about the procedures/instructions of how to do/create/make something in English. This task is named Micstraw task where the students learn in meaningful, interesting and contextual way by using straw. Considering how important the Micstraw task is, the researcher uses TBLT method. Nunan (2004: 1) mentions there are some principles and practices of Task-Based Language Teaching. They are a needs-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, and the linking of classroom language learning with language use outside the classroom. It can be concluded that by using TBLT method, the students have the opportunities to explore their ability by doing the task and it focuses not only on the language but also on the learning process.

Willis (1996: 38-40) states there are three stages in framework for TBLT which consist of pre-task, task cycle, and post task. In pre-task, the teacher will do some preparations for the task. The teacher introduces the topic and task. The teacher uses activities to help students learn useful words and phrase. The teacher ensure students understand task instructions. For students, they will note down and phrases from the pre-task activities. In the task cycle, it can be subdivided into three stages, including task, planning, and report. In the task stage, the students do the task in pairs or small groups, the students are given the opportunity to do the task by using the target language, and the teacher monitors students from the distance. In the planning and report stage, the students are able to complete the task and prepare to report an outcome, some groups present their reports to the class. The task cycle is the main phase where the students use the target language. The last phase is the language focus. In this stage, the students discuss the text in groups, The teacher encourage students to focus their attention on forms of the language which they have already processed for meaning based on the texts or transcripts used earlier in the task cycle. Mistakes will be corrected and the students get to practice the language form more extensively and lead them to a deeper understanding of their meaning and uses.

A Micstraw task is one of the teaching procedures of meaningful, interesting and contextual speaking activities about telling the procedures/instructions of how to create any kinds of straw creativities in front of the classroom in pair/small group. Straw/plastic straw is the instructional media which is used in a Micstraw task. Scanlan as cited in Ministry of National Education (2009:2) stated that instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. Instructional media can help achieve the following goals, such as, attracting and sustaining attention, developing interest, adjusting the learning climate, and promote acceptance (Seth, 2009: 22-23).

There are three stages in doing this task; pre-task, task cycle and language focus. All of those three stages are done to achieve the learning objectives optimally. In the pre-task stage, the teacher introduced the topic and give the examples of how to get task done by showing the step by step how to make a product by using straw in English until the product is done. In the task cycle stage, there are three phases; task, planning, and report. In the task phase, the teacher asks the students to start working in pair/small group to create a product by using straw. The students are asked to work in pair because to ease them in learning process, they can discuss each other. Besides that, when the students work in pair, they can be more confident to perform in front of the classroom. The students also do planning and monitoring their own learning to build their knowledge. In planning phase, the students practice how to do monologue to report their finding in task phase. In the report phase, the students present their spoken reports to the class. The last stage is language focus, the students analyze the language form used based on their transcript. The focus on this stage is on the form.

## **METHOD**

The researcher used development research method to design a Micstraw task as the alternative way to teach speaking about the procedures of how to create something in English. The participants in this research were 30 seventh grade students of class A and an English teacher in SMP Negeri 2 Siantan. To formulate the procedures of teaching speaking that the students need in procedure text, the researcher interviewed an English teacher and observed the students in the classroom and books. To evaluate a Micstraw task, the researcher prepared expert evaluation for expert validation towards the a Micstraw task. The data collecting instruments consisted of interview sheet, field notes and assessment rubric. The techniques of data analysis that were used were need analysis data and expert validation data.

This research used one of Instructional Design (ID) that is ADDIE model as the process guiding in conducting the research. According to Branch (2009: 1), ADDIE is an acronym for Analysis, Design, Development, Implementation and Evaluation. He also states that ADDIE is a process that serves an appropriate guiding framework for developing educational products and other learning resources. This research only used the four phases of ADDIE; analysis, design, develop and evaluation.

### **Analyze**

The purpose of analyze phase is to identify the probable causes for a performance gap (Branch, 2009: 17). The researcher did the analysis from the teacher and students' interview and observation result. An English teacher and three students were the sources of the information. The data which was analyzed was the procedures of teaching speaking that the seventh grade students of SMP Negeri 2 Siantan need in procedure text by doing interview and observation.

**Design**

In this phase, the researcher started designing the first draft of a Micstraw task as useful teaching procedure to encourage the students to speak about the procedures/instructions of how to create something in English based on the result of collected data from analysis phase.

**Develop**

After designing the product the researcher developed the procedures in the product so this research can produce useful procedures of a task to encourage the students to speak about the procedures/instructions of how to create something in English.

**Evaluate**

This phase is to evaluate and validate a Micstraw Task if it was meaningful, interesting and contextual to be used for seventh grade students of SMP Negeri 2 Siantan in teaching speaking about the procedures/instructions of how to create something in English.

**RESEARCH FINDINGS AND DISCUSSION****Research Findings**

This research was conducted for seventh grade students on second semester of class A in SMP Negeri 2 Siantan based on KTSP Curriculum. There were 30 students in the classroom with the range ages were around 12-16 years old. Based on the classroom observation, the students did not have their own English book or LKS, the teacher just gave them the handout as the material for the teaching and learning process. Sometimes, the teacher lent the students the LKS from the library to do the exercise. While studying, only several students who brought the dictionaries. It was caused some students did not have the dictionaries and some of them were lazy to bring it because it was heavy. Some students liked to walk around to see their friends' work. When their friends did the presentation in front of the classroom, some students paid attention to the presenter and some were busy with their own business so it seemed that several students were not interested with the lesson and the rest of them gave good responses in learning process. Based on the interview, the students were already familiar with straw creativities. In SBK (*Seni Budaya dan Kesenian*) subject, the students ever created straw craft but in English subject they never used straw as the media in learning. The students also claimed that they would feel more interested learning English if it was done by doing creativity.

The English subject had two meetings a week with the duration 2x40 minutes for each meeting. The speaking activity about the procedures/instructions of how to do/create/make something was based on the teacher's initiative. At the first, the teacher did not mention the purpose of the lesson so many students looked confused about what they were going to learn and what was it for. The teacher divided the students into groups which consisted of 4-5 students. After that, the teacher gave the handout with the title "how to make the omelette". Without explaining what was the lesson about, the teacher asked the students to read it in 5 minutes and present it in front of the classroom. The students already

brought the material needed, so it seemed that the teacher already asked the student to bring it in the previous meeting. The stove and bowl were brought by the teacher.

Based on the teacher's perspective, the lesson in procedure text had to relate with the students daily life to make it contextual. The teacher only taught the procedure that already known by students and for the content of the procedures itself were determined by teacher so the students did not have the opportunity to choose the procedure based on their own but the students were asked to read the some content of procedures from different resources. The teacher usually gave some tasks to the students such as translate the text, making note, and presentations. These tasks increased the students' vocabularies and knowledge, practiced their speaking and confidence, and the students could study at home. For the students, these tasks could increase their understanding, increase the vocabularies and also could study at home.

Based on the classroom activity, the students had to present and explain or tell how to make omelette step by step in front of the classroom with their groups that consisted of 4-5 students. When doing the presentation, only 2-3 students who spoke, the rest of them just kept silent and did not say anything. Some students still looked shy and were afraid to make mistake. It looked from they low their voice. The students' talks were exactly the same with the script which was given by the teacher so they did not develop the words and explore their ability. The words that they used was from the teacher, not from their own. Based on the teachers' perspective, the difficulties in teaching speaking were the amount of vocabularies, pronunciation, students' anxiety to make mistake and the source of book that the students had.

Based on the students' perspective, they had the difficulties in pronunciation, vocabulary, understanding the meaning, they were also afraid to make mistake and shy to stand in front of the classroom, and sometimes they forgot about they were going to say. The students liked to do speaking with friends rather than did it alone in front of the classroom.

Based on the curriculum which mostly used in academic year 2015/2016, that was KTSP Curriculum, the book which was used is "Let's Talk" According to the basic competence designed for seventh grade students of Junior High School in KTSP Curriculum, students learn about the procedure text which requires them to express the instructions to do/make/create something. In the book, there is no the activity which provide the students to speak about the procedures/instructions of how to do/create/make something. The book only provides reading and writing procedure text activities by using cue words and wordless pictures. It can be concluded that the book only provides the activities in which the students can express the instructions to do/make/create something in written, there is no the activity in spoken.

Besides the book, the SMP Negeri 2 Siantan also used LKS (Lembar Kerja Siswa) with the title "Cakrawala: cakap, kreatif dan berkualitas". The teacher lent the LKS to the students from the school library. LKS was used to give the exercises to the students. For the speaking activity, the LKS provides the activity in which the students have to do dialogue in pair but the content of

dialogue is not suitable for expressing the instructions to do/make/create something.

According to the problems above, the researcher provided an alternative way for teaching speaking in procedure text, that was a Micstraw task for teaching speaking about the procedures/instructions of how to create something in meaningful, interesting and contextual way. The use of straw was because it was safe, simple, cheap, easily find in the environment, had many variant colors, had many kind of creativities such as flower, jewelry, room decoration, frame, game, and the creativities from straw were familiar for the students because they ever learnt about it in SBK (*Seni Budaya dan Kesenian*) subject so it was easier for the students to create the creativity from straw. A Micstraw task used Task-Based Language Teaching method which gave the opportunity for students to explore their ability by doing the task and it focused on its use to achieve communicative purposes so this method was fit to encourage the students to speak English about the procedures/instructions of how to do/create/make something naturally.

Micstraw task was a set of procedures of meaningful, interesting and contextual speaking activities about telling the procedures/instructions of how to create any kinds of straw creativities in front of the classroom in small group. According to its name, a Micstraw task was a set of procedures which was designed to have meaningful, interesting, and contextual activities. This was interesting because the students creating the creativity by using straw as the media based on their interest. Each group had different creativity to be presented. Every student had the opportunity to develop their language. Interesting was one of the criterias for having meaningful activity. The lesson also had clear objective and it was started from the simple procedure which the students have already known then it was continued to new procedures. In addition, the students not only learn the theories, but also did the practice directly. The creativities from straw were also familiar in students' real life because they ever learnt it in SBK subject so the language used in this lesson can be applied in their daily activities. Therefore it was contextual.

A Micstraw task consisted of three stages. They were pre-task, task cycle and language focus. Every stage had its sub-task which must be done by the students to achieve the learning objectives. The design of a Micstraw task is in Figure 1. Below were the explanations the design of a Micstraw task:

## **A Micstraw task**

### **Pre-task**

Micstraw task is a kind of task which is taught in the first teaching. In the pre-task (meeting 1), the teacher told the purpose of the lesson so the students would not get confused about what they were going to learn and what it was for in their daily life. After that, the teacher gave brainstorming related to the topic without directly contribute on a given topic that was procedure text. Then, the teacher started explaining about procedure text and gave the example directly. The examples were started from the simple procedure that the students had already known such as how to sharpen their pencil by using sharpener then it was continued to create straw crafts. The teacher showed how to create a necklace

from straw directly. To make sure that all of the students understood the lesson and the task, the teacher gave the opportunity to the students to ask. If there were no students who asked, the teacher had to ask the students some questions related to the lesson and the task.

### **Task cycle**

Task cycle consisted of three phases. They were task phase, planning phase, and report phase. The directions of task cycle are as follows:

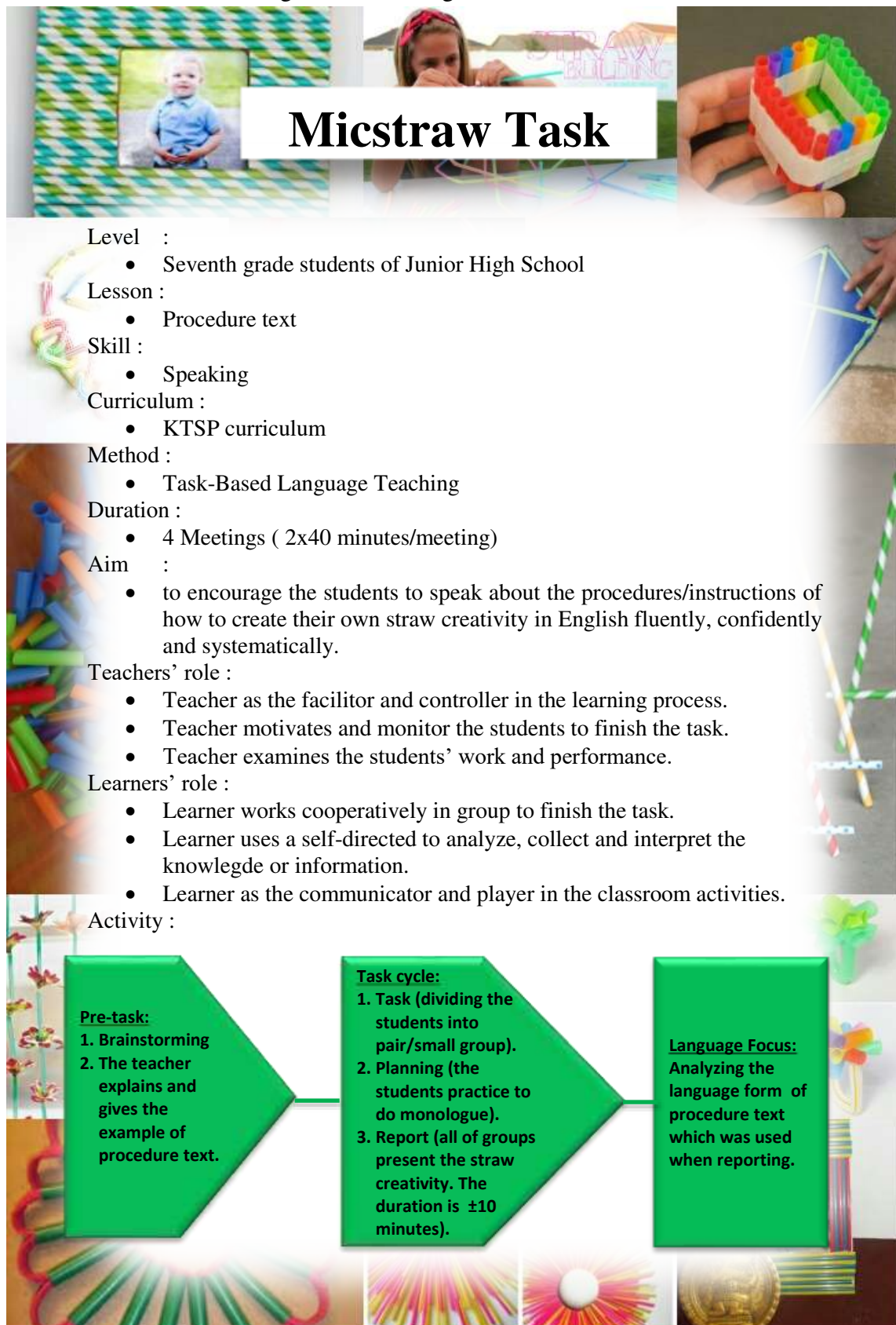
1. In the task phase, all of the students were divided into small groups which consisted of 2-3 students. It was because to force all of the students to have the opportunity to speak so not only several students could speak. Big group tend to let not all of the students could speak. By working with group, the students could share their ideas one another and helped each other when their friend forgot about what to say. In addition, the teacher also provided some verbs and prepositions which may be used in procedure text related to create straw crafts. The theme of the task was “creativity by using straw”. All of the groups were free to choose the kind of creativity by using straw they intended to use. The students had a week to prepare themselves to do presentation in front of the classroom. The teacher limited the time of presentation around  $\pm 10$  minutes so the students had to choose the simple creativity to be presented. After deciding the kind of creativity, the students started to write the procedures and did planning for the presentation.
2. In planning phase (meeting 2), the students were given the opportunity to practice how to present their procedures when they had to perform in front of the classroom in the next meeting. They were also given the opportunity to ask the teacher about their task if they still got confused.
3. In report phase (meeting 3 and 4), all of the groups had to present their findings and did monologue of how to create the creativity by using straw in front of the classroom. All of the presenter had to speak up and explain the procedures. The teacher provided the observation sheet for the other groups who be the audience while watching their friends’ performance. It was to control all of the students to pay attention to their friends’ performance and were not busy with their own business.

### **Language Focus**

In language focus stage (meeting 4), after the presentation, the teacher changed the focus into the language forms used in procedure text. All of the groups had to analyze the language form used based on their text or transcripts which was used to do the presentation or try to remember their presentation when they did the report if they did not have the transcript. Then, submitted their works to the teacher. After that, both teacher and students gave feedback from the whole activities that they had already done.



Figure 1. The design of a Micstraw task



The last process in this research was evaluating the product. This process was done by the experts from a lecturer in English Department of Teacher Training and Education Faculty of Tanjungpura University and the Head of English Learning Center of Pontianak State Polytechnic. The assessment rubric was constructed of six criteria/standards which consisted of instructional media, meaningful activities, interesting activities, contextual activities, TBLT and speaking activities. There were 38 criteria which were filled by the experts. The analysis of the result of expert evaluation was based on the likert scale system. The table of result can be seen below:

Table 1. Result of Media Expert Assessment

No	Criteria	Score		Item	Mean	Max Score	Category
		Validator 1	Validator 2				
1.	Instructional Media	46	42	14	3.14	4	Good
2.	Meaningful Activities	19	18	6	3.08	4	Good
3.	Interesting Activities	8	6	2	3.5	4	Good
4.	Contextual Activities	8	6	2	3.5	4	Good
5.	TBLT	33	27	9	3.33	4	Good
6.	Speaking Activities	19	15	5	3.4	4	Good
Total		133	114	38	3.25	4	Good

Based on the result of expert evaluation, the mean of instructional media was 3.14 which was categorized as good. The mean of meaningful activities was 3.08 which was categorized good. The interesting activities was scored 3.5 which was categorized good. The contextual activities was also scored 3.5 which was categorized good. The mean of TBLT and speaking activities were 3.33 and 3.4 which were categorized good. So, the total mean of a Micstraw task was 3.25 of 38 items which was categorized as good that means it is meaningful, interesting, and contextual to be used but it needs little revision to encourage the seventh grade students in SMP Negeri 2 Siantan to speak about the procedures/instructions of how to create something in English fluently, confidently and systematically.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the result of research findings and discussion, the reseacher found that the students needed teaching procedures/activities which were meaningful, interesting and contextual in teaching speaking about the procedure of how to do/create/make something in English naturally because of several

reasons. First, they had the difficulties in speaking because they lacked of vocabularies and understanding the meaning, they were afraid to make mistake and shy to stand in front of the classroom, and sometimes they forgot about what they were going to say. Second, the book and LKS did not provide suitable activities to express the instructions to do/make/create something in spoken. Third, teaching activities provided by the teacher were not really meaningful and interesting because all of the students had to do same presentation with same talks and they were not given the opportunity to choose the procedures which they liked so they could not explore more their speaking ability.

Based on those problems, the researcher got the standard of teaching speaking that the students needed about telling the procedures/instructions of how to do/create/make something and designed a Micstraw task based on Task-Based Language Teaching Method as an alternative way in teaching speaking about the procedures/instructions of how to create something in English fluently and confidently. It was proved by the result of experts evaluation that was 3.25 from 38 items which was categorized as good. It can be concluded that Micstraw task provides the seventh grade students to speak about the procedures/instructions of how to create something in meaningful, interesting, and contextual way even though it needs little revision in teaching procedure text to encourage the seventh grade students in SMP Negeri 2 Siantan to speak about the procedures/instructions of how to create something.

### **Suggestions**

After the entire steps in this research were done, the researcher proposes some suggestions relates to this research. In order to encourage the students to speak English fluently and confidently, the teacher is required to choose meaningful, interesting, and contextual activities which allow the students to have real speaking experiences based on their needs and level and also allow them to develop the vocabularies use. In addition, the teacher has to make sure that the task does not have too much drilling in speaking practice.

Further research is necessary for this research because this research was done without implementation phase. Therefore, to have a more valid result regarding a Micstraw task, it is needed to do implementation. The reseacher hopes that the result of this study can give information and starting point to conduct further research especially for implementing this product. For future researchers who intend to conduct similar research, the researcher hopes this research can be used as one of the references to design creative teaching procedures that can help students learn in meaningful and enjoyable way in the classroom.

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